



Supporting your child's creativity

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Lancashire Early Years Foundation Stage Consultants



Creative Development in the Early Years Foundation Stage includes art, music, dance, role play and imaginative play. This guidance has been written specifically to help you support your child when exploring media and materials.



Creative play involves children learning by exploring and experimenting. Your child will be given lots of time and opportunities to explore materials and experiences such as painting, drawing, collage, printing, textiles, construction and modeling.

Just as your child babbles and gurgles before learning to talk, they will need lots of time to scribble and explore before they can draw and paint. Treasure their early scribbles, smudges, splatters and smears!



Do not expect your child to produce a painting or model each day. The creative processes they will have experienced during the day are far more valuable than a hurried painting done just to please.



Avoid making judgements. Try not to assume what your child has drawn, painted or made. You may well guess wrong! Be sensitive, using observations such as "I like the colours you've used!" or "Are you pleased with your picture?"



Be careful not to ask "What is it?" Your child may not have had anything in mind, but has thoroughly enjoyed the processes of exploring and experimenting. There does not always have to be an outcome.



Value and celebrate your child's creativity. To you it may not look like anything in particular, yet your child will have put lots of time and effort into it.



Give lots of praise and encouragement. Your child needs to feel confident in their own abilities. Offer to display their efforts. By doing this you will raise their self-esteem.



Creativity is not about copying examples or filling in pre-drawn outlines. Your child should be given the freedom to express their *own* ideas. Do not expect your child's creations to look like everyone else's. Creativity involves their own, individual, unique response.



"Often we see mass-produced identical butterflies, boats, lambs, Father Christmas, etc made of screwed up tissue paper, filling in an outline, or daffodils made out of cardboard cylinders, cut in the same way on each child's model, to represent the petals. The list is endless. Adults have the idea and the children carry it out under supervision. The tiny choice the child might be allowed is usually referred to as the child's 'personalising' the model. This sort of activity is often misnamed as creativity. In fact, it could not have had less to do with creativity."

('Cultivating Creativity in Babies, Toddlers and Young Children; Tina Bruce)

